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ABSTRACT

The nineteenth century has been recognized as the most formative era in the development of a systematic study of international comparative education. This development carried into the twentieth century, where monographs, yearbooks, textbooks, statistical data, research undertakings, professional conferences, and efforts toward methodology concerning comparative education appeared rapidly. One of the objectives of the Comparative Education Society was to improve the teaching of comparative education in colleges and universities. The Comparative Education Society "Review" is also aimed at teachers of comparative education by giving attention to: (a) improving teaching methods, (b) providing bibliographic annotations, and (c) disseminating textbooks and other useful written material. With regard to methodology, the field has progressed from a process of simply gathering educational data on foreign systems to the study of comparative education as an academic discourse by itself. As far as methodology is concerned, Higson recently suggested a systematic scheme for the classification of known methodological approaches in the field, which rests on eight criteria for categorization, each with a dichotomous category. Of particular concern is that comparative and international studies not be limited to the graduate level, nor to those who make a professional commitment to the field. Comparative and international studies might benefit from being "popularized" beyond the purely career-oreinted realm. (PB)

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METHODOLOGIES IN THE TEACHING OF COMPARATIVE AND INTERNATIONAL EDUCATION

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A Paper
Presented at the Annual Convention of
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March 21-23, 1974

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METHODOLOGIES IN THE TEACHING OF COMPARATIVE AND INTERNATIONAL EDUCATION IN THE UNITED STATES

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Introduction

One of the concerns of the young teacher-practitioner is the choice of a teaching model to be adopted. He may rely on the technique and practice used in his own academic training, or he may choose to undertake a systematic search of the available literature in his field in order to avail himself of the possible alternatives.[1]

As a recognized area of study, comparative and international education emerged after passing through the inevitable maturing stages which are characteristic of the struggle for respectability. It has achieved a sizeable body of literature and a variety of methodological schemes. Clearly, the field has gained stature since the days when Professor Hans appraised it by saying, "There is no general agreement as to what Comparative Education

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[1]The role of personality and teaching style is recognized, but it is not being considered in this discussion.

comprises or exactly what method should it be used in its study."[2] More to the point, the field has served us well in producing a variety of competent specialists who in turn contributed valuable research findings. Also, the field has trained and produced the advisor-practitioner, or the specialist who advises in a national and international policy planning capacity (the professional level). What of the teacher-practitioner? That is, how well did the profession serve the practicing teacher in his function of instructing the average collegiate student, the non-specialist (the popular level)? In making this assessment, I shall rely on an examination of the quantity of writings published in the Comparative Education Review as a barometer of the degree of attention given to the two levels of teaching methodologies in the field. It will not be my main aim to restate the methodologies themselves here; they speak more eloquently in the words of their authors.

It is quite appropriate that in any research effort concerning comparative education in this country that one turn to the publication of the Comparative Education Society,[3]

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[2]Nicholas Hans, Comparative Education (London:Kegan Paul, 1951), p.1.

[3]Readers of the Review will recall that as of 1969 the word International was added to the name of the Society.

the Review. This journal is an important index of the growth of the field, and a major depository of research and discussion concerning the state of knowledge and methodology in the field.

A Historical Glimpse

A brief moment of reflection readily reveals that certain historical periods appear to offer greater and often more interesting examples of scholarly efforts in the field of comparative and interantional education. Not withstanding the contributions of much earlier periods, some of which apparently have not been fully explored, the nineteenth century has been recognized as the most formative era in the development of a systematic study of international and comparative education.[4] This century began with a single but a significant work on the method of comparative education, Jullien's Plan; and the century ended with a modest compilation of relevant literature in the field. Interest in different aspects of international and comparative

[4]For a cogent treatment of the contribution of the nineteenth century as its relevant literature to the field, see Stewart Frazer and William W. Brickman, A History of International and Comparative Education, Glenview, Ill.: Scott Foresman, 1968.

education increased more rapidly by the end of the nineteenth century, and systematic research and publication in comparative studies emanated from many sources--both individually and institutionally. This interest resulted in an increased number of students entering the field. Following World War II, the field of comparative education was served by newer agencies. As can be expected, "courses in comparative education proliferated greatly after 1920," in many centers and bureaus, according to Woody.[5] Moreover, Kandel's Comparative Education marked the appearance of a definitive work which encouraged both research and instructional methods. Significantly, this source launched a concerted interest in instruction. The same interest can also be observed to grow during the decade following World War II When interest in teaching and research in the field on the university level received much encouragement. Serious publications and reference works began to appear by specialists, a phenomenon that contributed to teaching in the field and to the proliferating of a number of courses offered in many universities.

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[5]Thomas Woody, "The Trend Toward International Education," School and Society, 88 (January, 1956), p.20.

The Society

Between 1954 and 1959 the School of Education at New York University undertook the forming and hosting of a number of historically significant annual conferences on comparative education in this country.[6] Not only did these conferences bring scholars of common interest together, but publication of the proceedings of the conferences nourished the rising interest in the field as a respectable area of study. Of interest to us here is that the second annual conference (April, 1955) was solely devoted to the instructional aspects of the field.[7] This was highly significant because, while interest in comparative and international education was intensifying, that interest had not been translated in any meaningful way into curricular terms. Professors, practitioners, and students of the field were served well by the subsequent available literature (and by other means e.g.,study programs abroad for professional educators)

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[6]For details of the formation of the Comparative Education Society, see William W. Brickman, "The Early Development of Comparative Education," Educational Forum, 31 (May, 1967), pp.403-410.

[7]William W. Brickman (ed.), The Teaching of Comparative Education (Proceedings of the Second Annual Conference on Comparative Education. School of Education, New York University). New York: New York University, 1955.

that appeared--both quantitatively and qualitatively, as was revealed in two important publications of the 1960's.[8]

The evolution of the Comparative Education Society in this country marked the beginning of a serious collective commitment to legitimize and advance this academic area.[9] Monographs, yearbooks, textbooks, statistical data, and other material appeared rather rapidly in the twentieth century. Other evidence emerged in the form of research undertakings, professional conferences, and efforts toward methodology. The objectives of the Comparative Education Society, as they were stated in its constitution, were:

> "1) to promote and improve the teaching of comparative education in colleges and universities; 2) to encourage scholarly research in comparative and international studies in education; 3) to interest professors of all disciplines in comparative and international dimensions of their specialities; 4) to promote intervisitation of educators and on-the-spot studies of school systems throughout the world; 5) to cooperate with specialists in other disciplines in interpreting educational developments in a wider cultural context; 6) to facilitate the

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[8]Harold Epstein and Stewart Frazer (eds.), Research in International Educaion. New York: Institute of International Education 1966; and Stewart Frazer, "International and Comparative Education," Review of Educational Research, 37 (February, 1967), pp.57-73.

[9]Details about the discussions, during the third annual conference at New York University in April 1956, leading to the establishment of the Society are found in William W. Brickman, "Ten Years of the Comparative Education Society," Comparative Education Review, vol. 10, No.1 (February, 1966), pp.4-5.

> publication of studies and up-to-date information on comparative education; 7) to encourage cooperation among specialists in comparative education throughout the world in joint studies, exchange of documents, and first-hand descriptions of education; 8) to cooperate whenever possible with such organizations as UNESCO , International Institute of Education [sic], Organization of American States, etc."10

Thus, improving the teaching of comparative education in institutions of higher learning was an explicit function of the Society. The commitment to enhancing the effectiveness of teaching comparative education in colleges and universities was further proclaimed by the Society's first President and one of its guiding forces, Professor William W. Brickman, in the first issue of the Review.[11] Moreover, the editor of the same issue upheld the position that the journal was "written primarily for teachers of comparative education...,"[12] In short, from its inception the Review was intended to serve, primarily but not exclusively, the classroom-practitioner-- the teacher of comparative education. This service was in the form of giving due attention to 1) improving teaching methods;

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[10]For the full text of the constitution, see Gerald H. Read,"Constitution of the Comparative Education Society," Comparative Education Review, vol. 3, No.2 (October, 1959), pp. 37-40.

[11]Comparative Education Review, vol.1, No. 1 (June, 1957),1.

[12]Ibid., pp. 1-2.

2) providing biblographic annotations; 3) dissiminating textbooks and other useful written material.

An examination of the fulfillment of all the Society's objectives might be of interest; but for the purpose of this paper we shall examine only the contribution to the first objective--commitment to teaching in the field.

Classification of Methodological Approaches in Comparative Education

As far as methodology is concerned, historically the field has progressed in stages: from a process of simply "gathering" educational data on foreign systems (nineteenth century) to the study of comparative education as an academic discourse by itself (twentieth century). Moreover, following World War II a major effort was evident to put the methods of the social sciences in the service of the study of comparative education. The 1950's and 60's symbolized the institutional expansion of comparative studies in colleges and universities. Moreover, not until this time did methodological development become a genuine concern. As theoretical knowledge and research progressed, a number of methodologies were advanced as suitable approaches in the study of comparative education.

Higson has recently suggested a systematic scheme for the classification of known methodological approaches in the

field.[13] The scheme is presented here as a way of summarizing these methodologies. His classification rests on eight criteria for categorization, each with a dichotomous category. Pictorially, the classification might be arranged in the following way.

HIGSON'S CLASSIFICATION
OF METHODOLOGICAL APPROACHES
TO COMPARATIVE EDUCATION

CRITERIA OF CATEGORIZATION	DICHOTOMOUS CATEGORIES
1. "whether analysis establishes an initial basis of comparability"	construct: anti-construct
2. "degree of analytic abstraction"	microcosmic: macrocosmic
3. "main locus in time of relevant data"	contemporaneous: historical
4. "whether social change is analyzed"	static: dynamic
5. whether educational processes *per se* analyzed	educational-societal analysis: inter-educational analysis
6. geographic scope of analysis	local: global
7. nature of data compared	quantitative: qualitative
8. author's reason for analysis	neutral: melioristic

[13] J.M. Higson, "Developments Towards a Scientific Conception of Methodology in Comparative Education- A Review of the Literature," International Journal of Educational Sciences, vol. 2, No. 1 (1967) pp. 25-36. Also see, by the same author, "The Methodology of cross-National Comparative Analysis of Education-A Review of the Literature," Comparative Education Review, vol. 12, No. 3 (October, 1968), 338-349.

According to this scheme of classification, the methodologies of the major scholars can be grouped in this fashion:

Description of Group	Examples
1. Micro-historic	Kazamias
2. Micro-dynamic	Bereday and Holmes
3. Micro-static	Anderson and Holmes
4. Micro-dynamic	Lauwerys and Bereday (?)
5. Non-construct-dynamic	Rossello
6. Historic-dynamic	Hans, Kandel, and Mallinson

The Review Renders A Service

The Review made accessable announcements of national and international significance, textual material, and published data from scholars in the field. Of immensely significant service was the publication of writings concerning the building of methodology in comparative education.

Concern about methodology was an early preoccupation of the Review, as was mentioned earlier. Supplementary teaching aids such as available films were also made known. Thus, during the formative years of the Society and its Review, a serious concern aimed at improving the teachability of comparative education was expressed. These efforts can be seen more clearly in the frequent editorials

of the journal. Moreover, the first volume of the Review contributed four separate pieces with reference to methodology; the second volume contained five separate discussions with a particular emphasis on different methodologies; and the third volume also contained references to practical suggestions to teaching comparative education. Methodologies became more sophisticated and more conceptual as the tools of the social sciences began to be implemented in an effort to build a theoretical and a scientific framework.

The Review recorded the entire range of discussion about the development of comparative education--from a dialogue as to what the proper definition and scope of the field to a state of development where sophisticated theoretical approaches are now being proposed. Recently, Noah and Eckstein have advocated a more rigorous methodology in comparative education, where quantitative investigations are based on explicit hypotheses.[14] This approach is a sharp departure from the almost entirely qualitative tradition of the recent past.[15] Furthermore, Professor King's recent

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[14]Toward a Science of Comparative Education (London: The Macmillan Company, 1969); and also Max A. Eckstein and Harold Noah (eds.) Sceintific Investigations in Comparative Education (London: The Macmillan Company, 1969).

[15]George Z.F. Bereday, "Reflections on Comparative Methodology in Education, 1964-1966," Comparative Education, vol. 3 No. 3 (June, 1967), p. 170.

book, Comparative Studies and Education Decisions, takes a social reformist stand arguing for the necessity to assist in decision making in the real world.[16] The field of comparative education has indeed come a long way--from timidity and caution to a call, from one of its giants, for social involvement.

Thus, at the present moment, the comparativist can choose from a number of alternatives the approach and the methodology appropriate to his experience and academic training. What of the development of teaching techniques suitable to these methodologies?

Granted that we are better off with a variety of metholological approaches, the question is what to do with these methodologies in the classroom? Is it enough to demonstrate how to classify data neatly and according to the structure of one approach or another? Now that approaches for conducting research activities are developed, are they simply to be left there?[17] Our present need then is not for more methodologies, although one is not to limit

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[16]New York: The Bobbs-Merrill Co., 1968.

[17]Professor King answers the question by suggesting that the next step is what he terms as "the public service aspect" of comparative education. See Edmond J. King, Comparative Studies and Educational Decision (New York: The Bobbs-Merrill, 1968), pp. 50-51.

inquiry of any kind, but for the development of adequate teaching techniques, appropriate to these methodological approaches for "public" consumption. One is not necessarily speaking of the public at large--our immediate public is our students. Of this public only a very small number will ever have the opportunity to utilize any of the costly, and often not-so-easy to undertake, research methodologies dealt with in comparative education courses. Knowledge of such methodologies is of course not wasted, but teaching strategies that implement these methodologies to take the discourse beyond mere description would be enormously helpful. Ultimately, comparative education must fulfill the Kandelian "melioristic" purpose, to borrow a term from Professors Kazamias and Massialas's well known work.[18]

Speaking of methods of analysis, Professor King proposes that we move into the next logical stage of development;

> Comparative education is at a crossroads. The big question is whether it is to be an effective and reliable interpretative partner in the social sciences, or whether it is to be reduced to a body of theory (in the narrow sense) which can be taught as subject-matter in teachers' colleges- and left there.[19]

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[18] Tradition and Change in Education: A Comparative Study (Englewood Cliff, N.J. Prentice-Hall, 1965), pp. 3, 10.

[19] King, loc. cit., p. 51.

Professor King adds that comparative education can fulfill its purpose of communication by informing the general public; it has the potential. This outlook might be a demonstration that the field has reached a relevant stage of maturity--relevant because it expands its concerns to outside itself.

A Final Comment

Enough evidence can be marshalled to show that the field of comparative and international education has matured, and now commands a respectable place among other areas of study. This respectability is gained through the training of specialists, who contributed to policy planning on national and international level, and researchers who produced a number of valuable research findings. This "pay off" often helped in pinpointing difficulties, avoiding setbacks, and refining the instruments and research methodologies in the area. However, with the passage of time, the concern with developing teaching strategies to make the theoretical approaches comprehensible was somewhat neglected.[20]

While adequate attention and concern was given to the training of specialists and to the building of a scholarly body of literature and methodology, it is advisable now that

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[20]Based on a simple proportionate measure of the writings that appeared in the Review.

attention be given to the development of teaching strategies in the field. This is especially desirable for educating the non-specialist, the undergraduate and graduate student who is either required to supplement his program by taking a course in comparative and international education, or because he chooses to do so, but not to acquire a specialty. He may not have a career motivation nor a commitment to the field, but a desire to expand his world and enrich his education. This kind of student needs not be "trained" in the same way the future specialist must. Put differently, unique instructional techniques might be devised to assist the teaching-instructor of comparative education to serve the average college student.

In essence the main thrust of this paper stems from a personal concern that comparative and international studies not be limited to the graduate level, nor only to those who make a professional commitment to the field.

The disciplines of psychology and sociology have benefited greatly from "popularizing" their respective fields of study beyond the purely career-oriented realm. Similarly, comparative and international studies might benefit immensely from presenting itself, as a part of a general education, to students majoring in a variety of disciplines. This direction can ultimately become part of one's general liberalizing education. The field can

undoubtedly do much to reduce one's national ethnocentrism, provide an exposure to shared national problems, and enhance one's conception of his own situation. The total effort, in the study of comparative and international education, must ultimately contribute to one of the earliest aims of the field: World understanding. Aiming toward accomplishing this aim, I believe, might be the clearest testimony as to the maturity of the field and its potential to serve us all--the "specialist" and the "educated."

SELECTED ARTICLES
(With Implications To Methodology In Comparative Education)

A review of available literature reveals that a number of instructional methodologies have evolved over the years to facilitate the teaching of comparative and international education. What follows is an attempt at compiling the most widely known methodologies.

Adejunmobi, S.A. "The Problems of Teaching Comparative Education in Nigeria," Comparative Education, vol. 8, No. 3 (December, 1972), 147-151.

*Anderson, C. Arnold. "The Utility of Societal Typologies in Comparative Education," Comparative Education Review, vol. 3, No. 1 (June, 1959), 20-22.

_____ "Methodology of Comparative Education," International Review of Education, vol. 7, No. 1 (1961), 1-23.

*Bereday, George Z.F. "A Note on Textbooks in Comparative Education," Comparative Education Review, vol. 1, No. 1 (June, 1957), 3-4.

*_____ "Some Discussion of Methods in Comparative Education," Comparative Education Review, vol. 2 No. 1 (June, 1957), 13-15.

_____ "Yearbook Publications in Comparative Education," Comparative Education Review, vol. 1, No. 2 (October, 1957), 22-24.

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*Publication of the Comparative and International Education Society with relevance to methodology in comparative education.

* _____ "Some Methods of Teaching Comparative Education," Comparative Education Review, vol. 1, No. 3 (February, 1958), 4-9.

* _____ "Comparative Education at Columbia University," Comparative Educaton Review, vol. 4, No. 1 (June, 1960), 15-17.

_____ "Comparative Education and Ethnocentrism," International Review of Education, vol. 7 (1961), 24-34.

_____ "Reflections on Comparative Methodology in Education, 1964-1966," Comparative Education, vol. 3, No. 3 (June, 1967), 169-189.

*Belding, Robert E. "Teaching By Case Method in Comparative Education," Comparative Education Review, vol. 2, No. 1 (June, 1958), 31-32.

*Bone, Louis W. "Sociological Framework for Comparative Study of Educational Systems," Comparative Education Review, vol. 4, No. 2 (October, 1960), 121-126.

Brickman, William W. "The Theoretical Foundations of Comparative Education," The Journal of Educational Sociology, 30 (November, 1956), 116-125.

_____ "A New Journal in Comparative Education," Comparative Education Review, vol. 1, No. 1 (June, 1957), 1.

_____ (ed.) "New York University's Third Annual Conference on Comparative Education, New York, April, 1956," International Review of Education, vol. III, No. 1 (1957), 111.

_____ "A Historical Introduction to Comparative Education," Comparative Education Review, vol. 3, No. 3 (February, 1960), 6-13.

_____ "Comparative Education: A Rational Approach to Evaluating School Systems," Teaching and Learning, Ethical Culture Schools of New York City, (1962), 36-42.

_____ "The Early Development of Comparative Education," Educational Forum, 31 (May, 1967), 403-410.

*Eckstein, Max A. "On Teaching a Scientific Comparative Education," Comparative Education Review, vol. 14, No. 3 (October, 1970), 279-288.

*Farrell, J.P. "Some New Analytic Techniques for Comparative Educators: A Review," Comparative Education Review, vol. 14, No. 3 (October, 1970), 269-278.

*Foster, Philip. "Comparative Methodology and the Study of African Education," Comparative Education Review, vol. 4, No. 2 (October, 1960), 110-117.

*Grace, Harry A. "Comparative Theories of Education," Comparative Education Review, vol. 5, No. 3 (February, 1963), 189-198.

Hall, R. King. "The Improvement of the Teaching of Comparative Education," in W.W. Brickman (ed.), The Teaching of Comparative Education. Proceedings of the Second Annual Conference on Comparative Education, School of Education, New York University, 1955.

*Heath, Kathryn. "Is Comparative Education A Discipline?" Comparative Education Review, vol. 2, No. 2 (October, 1958), 31-32.

Higson, J.M. "Developments Towards a Scientific Conception of Methodology in Comparative Education-A Review of the Literature," International Journal of Educational Sciences, vol. 2, No. 1 (1967), 25-36.

*_____ "The Methodology of Cross-National Comparative Analysis of Education-A Review of the Literature," Comparative Education Review, vol. 12, No. 3 (October, 1968), 338-349.

*Hilker, Franz. "What can the Comparative Method Contribute to Education," Comparative Education Review, vol. 7, No. 3 (February, 1964), 223-225.

*Holmes, Brian. "The Problem Approach in Comparative Education: Some Methodological Considerations," Comparative Education Review, vol. 2, No. 1 (June, 1958), 3-8.

International Review of Education, "The Comparative Education Society," vol. 3, No. 1 (1957), 125-126.

Kallen, Denis. "The Present Status of Comparative Education in Europe," Comparative Education Review, vol, 7, No. 2 (October, 1963), 108-112.

*Kandel, Isac L. "A New Addition to Comparative Methodology," Comparative Education Review, vol. 5, No. 1 (June, 1961), 4-6.

_____ "Problems of Comparative Education," International Review of Education, vol. 2, No. 1 (1956), 1-13.

_____ "The Methodology of Comparative Education," International Review of Education, vol. 3 (1959), 14-24.

*Kazamias, Andreas M. "Woozles and Wizzles in the Methodology of Comparative Education," Comparative Education Review, vol. 14, No. 3 (October, 1970), 255-261.

*_____ "Some Old and New Approaches to Methodology in Comparative Education," Comparative Education Review, vol. 5, No. 2 (October, 1961), 90-96.

_____ "History, Science, and Comparative Education: A Study in Methodology," International Review of Education, vol. 8, (1963), 338-398.

King, Edmond. "Students, Teachers, and Researchers in Comparative Education," Comparative Education Review, vol. 3, No. 1 (June, 1959), 33-36.

*Lauwerys, Joseph A. "Comparative Education at the University of London," Comparative Education Review, vol. 3, No. 2 (October, 1959), 3-4.

*McClellan, James E. "An Educational Philosopher Looks at Comparative Education," Comparative Education Review, vol. 1, No. 1 (June, 1957), 8-9.

*Noah, Harold J. and Eckstein, M.A. "A Design for Teaching Comparative Education," Comparative Education Review, vol. 10, No. 3 (October, 1966), 511-513.

*Rossello, Pedro. "Concerning the Structure of Comparative Education," Comparative Education Review, vol. 7, No. 2 (October, 1963), 103-107.

*Scarangello, Anthony. "The Use of Motion Pictures in Comparative Education," Comparative Education Review, vol. 3, No. 2 (October, 1959), 24-27.

Spolton, Lewis. "Methodology in Comparative Education," Comparative Education, vol. 4, No. 2 (March, 1968), 109-115.

*Taba, Hilda. "Cultural Orientation in Comparative Education," Comparative Education Review, vol. 6, No. 3 (February, 1963), 171-176.

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*Templeton, Robert G. "Some Reflections on the Theory of Comparative Education," Comparative Education Review, vol. 2, No. 2 (October, 1958), 27-30.

_____ "The Study of Comparative Education in the United States," Harvard Educational Review, vol. 24, No. 3 (Summer, 1954), 141-158.

*Ulich, Robert. "The Challenge of Definitions in Comparative Education," Comparative Education Review, vol. 1, No. 2 (October, 1957), 3-4.

_____ "Some Observations Concerning the Study of Comparative Education," in W.W. Brickman (ed.), The Role of Comparative Education in the Education of Teachers. Proceeding of the First Annual Conference on Comparative Education, School of Education, New York University, 1954.

Unesco. "Methodology of Comparative Education," International Review of Education, vol. 18 (1971), 512.

Woody, Thomas, "The Trend Toward International Education," School and Society, 88 (January, 1956), 20.

SELECTED LIST OF SOURCES IN COMPARATIVE EDUCATION
(With Relevance to Methodology)

The volume and variety of textbooks can be taken as a sensitive index to the stage of maturity of any discipline or a subject matter. The following is a compilation of well known textbooks often used in comparative education.

Adams, Donald K. Introduction to Education: A Comparative Analysis. Belmont, California: Wadsworth Publishing Co., 1966.

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Noah, Harold J. and Eckstein, Max A. Toward A Sceince of Comparative Education. London: The Macmillan Company, 1969.

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